

years later, Tunisia peacefully gained independence from France. Today, we congratulate Tunisia for 45 years as an independent nation.

The Republic of Tunisia has remained a steadfast friend to the United States, joining Allied forces during World War II and continuing support throughout the Cold War. Today, Tunisia enjoys a burgeoning economy, as the nation's per capita income continues to grow substantially. One of Tunisia's most valuable assets has been its continued willingness to further the Middle East peace process. Despite being surrounded by nations engulfed in political turmoil, Tunisia continues to take an active role in fighting terrorism and international unrest.

I congratulate Tunisia on 45 years of independence and look forward to the United States' continuing strong relations with Tunisia for years to come. Please join me in celebrating the 45th Anniversary of Tunisia's independence.

NATIONAL RIGHT TO WORK ACT OF 2001

HON. BOB GOODLATTE

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 20, 2001

Mr. GOODLATTE Mr. Speaker, I am pleased today to introduce the National Right to Work Act of 2001.

This Act will reduce federal power over the American workplace by removing those provisions of federal law authorizing the collection of forced-union dues as part of a collective bargaining contract.

Since the Wagner Act of 1935 made forced-union dues a keystone of federal labor law, millions of American workers have been forced to pay for union "representation" that they neither choose nor desire.

The primary beneficiaries of Right to Work are America's workers—even those who voluntarily choose to pay union dues, because when union officials are deprived of the forced-dues power granted them under current federal law, they will be more responsive to the workers' needs and concerns.

Mr. Speaker, this act is pro-worker, pro-economic growth, and pro-freedom.

The twenty-one states with Right to Work laws, including my own state of Virginia, have a nearly three-to-one advantage over non-Right to Work states in terms of job creation.

Workers who have the freedom to choose whether or not to join a union have a higher standard of living than their counterparts in non-Right to Work states. The National Right to Work Act would make the economic benefits of voluntary unionism a reality for all Americans.

While this bill is about economics, it is more about freedom.

Compelling a man or woman to pay fees to a union in order to work violates the very principle of individual liberty upon which this nation was founded. Oftentimes, forced union dues are used to support causes that worker does not wish to support with his or her hard-earned wages.

Thomas Jefferson said it best, "... to compel a man to furnish contributions of money for the propagation of opinions which he disbelieves is sinful and tyrannical."

By passing the National Right to Work Act, this Congress will take a major step toward restoring the freedom of America's workers to choose the form of workplace representation that best suits their needs.

In a free-society, the decision of whether or not to join or support a union should be made by a worker, not a union official, not an employer, and certainly not the U.S. Congress.

The National Right to Work Act reduces federal power over America's labor markets, promotes economic growth and a higher standard of living, and enhances freedom.

I urge my colleagues to quickly pass the National Right to Work Act and free millions of Americans from the tyranny of forced-union dues.

TRIBUTE TO ALEX BRISEÑO FOR THIRTY-FOUR YEARS OF SERVICE TO THE CITY OF SAN ANTONIO

HON. CIRO D. RODRIGUEZ

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 20, 2001

Mr. RODRIGUEZ Mr. Speaker, today it is my privilege to recognize Alex Briseño for his 34 years of service to the City of San Antonio. As Mr. Briseño retires from his current position as the City Manager to one of the largest cities in Texas we know that his hard work and dedication will be greatly missed by the people of our community.

Nobody understands San Antonio's government better than Alex Briseño. He began his career with the City of San Antonio in 1977 as assistant to the city manager. Within three years he advanced to become an assistant city manager. During his next ten years of service he learned the intricacies of different departments within the city, knowledge that would empower him to manage the city staff with the wise hand of experience. He supervised numerous different departments ranging from the Budget Department to the Information Services and Health Department. He was well prepared for the challenges he would face as city manager, the city's top non-elected executive position.

In 1990, Mr. Briseño became city manager for a city that currently has more than 1.1 million people and covers an area of 417 square miles. He oversaw a budget of more than \$1 billion and managed 11,000 employees. Through his leadership in the past ten years San Antonio has continued to grow and develop.

Mr. Briseño not only shared his leadership skills with the city while acting as city manager; he also served the community through his service in various organizations. He has been on the board of directors of the Boy Scouts of America, helping to develop the youth of our nation. He has served on the United Way of San Antonio and Bexar County Board of Trustees to better the lives of those in need, served on the board of directors of his alma mater, Trinity University, to improve education in the city, and worked with the Alamo Area Council and Free Trade Alliance San Antonio to create new opportunities for growth and advancement.

One aspect of this Mr. Briseño's life that helped to prepare him for leadership in the city

of San Antonio was his education. At Trinity University he earned his undergraduate degree in economics where he graduated magna cum laude. He then continued his education to earn his Master's in Urban Studies. His service as a captain in the United States Army was another invaluable source of education that prepared him for his future years in city government.

We should all commend the dedication of this man to his job and his community. He was born and raised in San Antonio, received his education in life there, and stayed to help build its future. San Antonio is a better place because of Mr. Briseño's service. We wish him well in all future endeavors.

HIGH PERFORMANCE SCHOOLS ACT OF 2001

HON. MARK UDALL

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 20, 2001

Mr. UDALL of Colorado. Mr. Speaker, today I am introducing the High Performance Schools Act of 2001, a bill intended to help school districts build schools that provide better learning environments for children, while also saving on energy costs and protecting the environment.

I am pleased that my colleagues Representatives SHERWOOD BOEHLERT, GEORGE MILLER, DAVID BONIOR, BOB ETHERIDGE, and MIKE HONDA are joining me as original cosponsors of this bill.

This legislation is part of a package of bills I plan to introduce or cosponsor that promotes sustainable development and preserves quality of life in communities that are undergoing intense growth. As we have seen in my State of Colorado and in many parts of the West, unprecedented population growth has led to urban sprawl and congestion, which has eroded much of the quality of life we value, including valuable open space, farmland, wildlife, and natural, cultural and recreational resources.

I believe that the Federal Government can do a better job to support State and community efforts to control growth and prevent sprawl. And this bill is one step toward that goal.

Many of you know about my interest in clean energy. As lead co-chair of the Renewable Energy and Energy Efficiency Caucus in the House, I am committed to promoting these technologies that further our national goals of broad-based economic growth, environmental protection, national security, and economic competitiveness.

In recent years, we've seen a wide array of successes in developing these technologies. In particular, much research has focused on improving energy efficiency and increasing the use of renewable energy in buildings in a "whole building" approach to design and construction. By incorporating advanced energy efficiency technologies, daylighting, and renewable energy, "whole buildings" provide benefits in the way of energy savings, environmental protection, and economic efficiency. As buildings account for roughly a third of our annual energy consumption and a commensurate share of greenhouse gas emissions, this research focus seems well justified. They are

also important components in any smart growth plan.

The bill I am introducing today—the “High Performance Schools Act of 2001”—takes the concept of “whole buildings” and puts it into the context of our schools. My bill would establish a program in the Department of Energy to help school districts produce “high performance” school buildings. It would provide block grants to State offices of energy that would then be allocated as grants to school districts for building design and technical assistance. These grants would be available to school districts that are faced with rising elementary and secondary school enrollments, that can’t afford to make major investments in construction or renovation, and that commit to work with the state agencies to produce school facilities that incorporate a “high performance” building approach.

Now is the time for improving the way we build our schools. One reason why—the current energy crisis is taking its toll on school districts across the country. Many of them are being forced to pay higher heating bills with funds that had been budgeted for textbooks or new teacher salaries. We must do all we can to ensure that scarce education resources are used primarily for education purposes, not to keep our children warm.

Another reason why the timing for this initiative is critical—this country is currently experiencing a dramatic increase in student enrollment due to the “baby boom echo,” the children of the baby boom generation. During the 20 years from 1989 to 2009, this Nation is being asked to educate an additional 8.3 million children. At the same time, over 70 percent of our Nation’s schools were built before 1960 and are now in need of major repairs.

Visiting schools in the 2nd Congressional district in Colorado, I have seen firsthand the spaces in which our children are learning and growing. Many districts can’t afford sorely needed remodeling or construction of new schools, while others are scrambling to address severe overcrowding issues. And we aren’t alone: School enrollment in Colorado increased by 70,000 students in the last five years. While new schools open at or above capacity, enrollment is projected to grow in Colorado by 120,000 in the next decade.

Clearly, there’s an urgent need for school construction—in Colorado and in every State across the country. Thousands of communities nationwide are even now in the process of building new schools and renovating existing ones. But in drawing up construction plans, schools often focus on short-term construction costs instead of longterm, life-cycle savings. My bill would help ensure that school districts have the tools and assistance they need to make good building decisions.

High performance schools are a win for energy savings and a win for the environment, but best of all, they are also a win for student performance. A growing number of studies link student achievement and behavior to the physical building conditions. A study from Mississippi State University, for example, showed that in schools in North Carolina, Texas and Nevada, variables such as natural light and climate control played a role in improved test scores, higher morale and fewer discipline problems. And in one of the most rigorous studies of its kind, a 1999 report commissioned by Pacific Gas & Electric found that students who took their lessons in classrooms

with more natural light scored as much as 25 percent higher on standardized tests than other students in the same school district.

We wouldn’t dream of putting only manual typewriters in new school buildings—we would install today’s computer technology. Nor should we build yesterday’s “energy inefficient,” non-sustainable, and less effective schools. Our kids are our country’s future, and they should have the best school facilities, especially if they will cost less and benefit us all in other ways.

In short, we have an enormous opportunity to build a new generation of sustainable schools, schools that incorporate the best of today’s designs and technologies and as a result provide better learning environments for our children, cost less to operate, and help protect our local and global environment. The High Performance Schools Act would start us on the road to achieving these goals. I look forward to working with Reps. BOEHLERT, MILLER, BONIOR, ETHERIDGE, and HONDA and other Members of the House to move forward with this important initiative.

THE HIGH PERFORMANCE SCHOOLS ACT OF 2001

The High Performance Schools Act would enable our school districts to build today’s schools with today’s designs and technologies, producing school buildings that take advantage of advanced energy conservation technologies, daylighting, and renewable energy. Not only has this “whole building” approach been demonstrated to improve student performance, but such buildings also cost less to operate and help protect our local and global environment.

CONTEXT

Fully 25 percent of the energy used in today’s schools is wasted, costing schools some \$1.5 billion every year. Ending this waste could pay for the entire careers of 70 additional teachers in each of our congressional districts. These savings could be especially significant at a time when there is a clear need for more teachers.

There is also a clear need for school construction. Students of the “echo boom” generation—the children of the baby boomers—are reaching school age even while class sizes are being reduced. At the same time, studies show that over 70 percent of our nation’s schools were built before 1960 and are now in need of major repairs. School construction and modernization earned an “F” from the American Society of Civil Engineers in its 1998 Report Card for America’s Infrastructure. Many districts can’t afford sorely needed remodeling or construction of new schools, while others are scrambling to address severe overcrowding issues.

HOW IT WOULD WORK

The High Performance Schools Act of 2001 would help give school districts the tools and assistance they need to make good building choices. The bill would establish a program in the Department of Energy to help school districts produce “high performance” school buildings. Funds would be directed to school districts through state offices of energy for building design and technical assistance. These grants would be available to school districts that are faced with rising elementary and secondary school enrollments, that lack the resources to make major infrastructural investments, and that commit to work with the state agencies to produce school facilities that incorporate a “high performance” building approach. Some grants would also be available to facilitate private and public financing, promote the use of energy service companies, work with school administrations, students,

and communities, and coordinate public benefit programs.

TRIBUTE TO JERALD T. MAHSHIE

HON. PETER J. VISCLOSKY

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 20, 2001

Mr. VISCLOSKY. Mr. Speaker, it is truly my distinct honor to pay tribute to one of Northwest Indiana’s hidden treasures, Jerald T. Mahshie, of Schererville, Indiana. Jerry is one of the most dedicated, distinguished and creative citizens of Indiana’s First Congressional District.

For the past 3½ years, Jerry has been the Director of Food and Beverage at the Radisson Hotel at Star Plaza in Merrillville, Indiana. While Jerry has been a resident of the First Congressional District for only a short time, Northwest Indiana has certainly been rewarded by the true service and uncompromising dedication he has displayed to both its citizens and communities, as well as his employer.

During his tenure at the Radisson Hotel, Jerry’s consummate professionalism and attention to detail enabled the facility to become one of the premier meeting and dining locations in the First Congressional District.

When I think of Jerry, the first image that comes to my mind is not his successful professional career, but his extraordinary leadership and care for others. Whenever a project has needed a leader or an issue has needed to be addressed, Jerry has stepped forward to accept the challenge. Unfortunately, Northwest Indiana will be losing this hidden treasure, as Jerry has accepted a position in the Indiana’s capitol, Indianapolis.

Jerry is truly a remarkable man. His hard work has earned him a number of accomplishments and awards. Such achievements include: Member of the American Academy of Chefs, President of the American Culinary Federation Chefs of Northwest Indiana, Certified Executive Chef, 1999 Lake County Convention and Visitors Bureau Hospitality and Professional of the Year. In addition to his devotion to his job, Jerry finds time to serve his community. He is a past member of the Hammond Area Career Center Advisory Board and the Ivy Tech Gary Campus Advisory Board, as well as the Chairman for the 2001 Taste of Northwest Indiana.

Mr. Speaker, I applaud Jerry Mahshie for his remarkable accomplishments, enduring service, and the unforgettable effect he has had on the people of Northwest Indiana. We will surely miss him. May the future continue to hold great things for this outstanding professional.

TRIBUTE TO THE HONORABLE PATSY MINK OF HAWAII

HON. JUDY BIGGERT

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 20, 2001

Mrs. BIGGERT. Mr. Speaker, March is Women’s History Month, a time to reflect upon and honor the contributions of women that